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Community college librarians should have an understanding of student and faculty characteristics at the local institution, occupationally oriented programs, and the role of professional and semiprofessional library staff members in order to serve their clientele more adequately. Realizing that community college students have average or below average academic achievement in high schoolare older than students at other types o f colleges, come from average or below average socioeconomic families, have relatively unstable vocational plans, aspire to the middle range of occupations, and read "average quality" books and periodicals, librarians can more realistically select materials related to the students' previous experiences. Faculty members--typically young and inexperienced--need assistance in (1) adapting instruction to individual differences, (2) dealing with students who require special attention to overcome deficiencies, (3) challenging superior students, and (4) obtaining needed instructional materials. Librarians should select materials for enrichment in various technological fields. For example, in the engineering technologies, the librarian might collect technical manuals from industry, plans and specifications on construction projects, course outlines, and reports of various industrial development commissions. (DG)

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PERSONNEL NEEDS OF TWO-YEAR COLLEGE LIBRARIES

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Conference

on

LIBRARY SERVICES TO VOCATIONAL-TECHNICAL EDUCATION PROGRAMS IN JUNIOR COLLEGES

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PERSONNEL NEEDS OF TWO-YEAR COLLEGE LIBRARIES

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This paper provides a unique opportunity for an administrator to outline his concerns and expectations relative to two-year college libraries. Too often, members of professional groups talk only to each other, thus further perpetuating introspection and insular thinking. Admittedly, the non-specialist cannot and should not compete with specialist professionals on purely technical aspects of a particular field. However, his being external to the immediate and specific concerns of the specialization can bring into consideration new perspectives of persistent problems. There is little doubt that higher education would be the beneficiary of a greater volume of meaningful communication of this kind.

With this opportunity comes the responsibility for making a choice of ideas and issues which will make for a more meaningful dialogue among administrators, faculty, and librarians. It is my hope that this paper will contribute to the improvement of library services in two-year colleges and, subsequently, to the qualitative improvement of the teaching-learning process in these institutions.

With the objective of stimulating such a dialogue, I would like to discuss briefly four questions relative to the preparation and functioning of library personnel. They are (1) students and faculty in community colleges, (2) a description of occupationally oriented programs, (3) roles of professional and semi-professional library staff, and (4) professional and semi-professional preparation needed by library personnel.

Community College Students

A substantial amount of research has been done on the characteristics of community college students. This information is invaluable to librarians who wish to adjust their services to the actual needs of their clientele. Available literature on students makes it immediately apparent that traditional notions of student characteristics must be carefully reappraised with a view to a realistic understanding of the human material with which we are working. While there is considerable overlap in student characteristics between the populations of two-year and four-year colleges, there are a number of very important differences. Before proceeding, the reader is cautioned that these are differences in groups and should not be applied indiscriminately to individuals.

GENERALIZED CHARACTERISTICS OF STUDENTS[1]

In Four-Year Colleges	In Two-Year Colleges
Average or above academic achievement in high school	Average or below academic achievement in high school
Average or above scores on standardized tests	Average or below scores on standardized test
Average age for college students as a group	Substantial percent are older than usual college students
Come from above average socioeconomic family	Come from average or below average socioeconomic family
Head of family has average number or more years of education	Head of family has average number or fewer years of education
Relatively stable vocational plans and choice	Relatively unstable vocational plans and choice
Aspires to professional or managerial occupations	Aspires to middle range of occupations
Reads "high quality" books and periodicals	Reads "average quality" books and periodicals

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[1] Leland L. Medsker and James W. Trent, The Influence of Different Types of Public Institutions on College Attendance from Varying Socioeconomic and Ability Levels, Cooperative Research Project No. 438, Berkeley, California: Center for Research and Development in Higher Education, 1965. Pp. 99-100

These differences immediately imply a reconsideration of services needed for students that must be supplied by teaching faculty, counselors, and librarians. Librarians cannot tacitly assume that the rather vague term "collegiate level" is relevant to the students being served. They must recognize that many, although not all, two-year college students need special motivation and stimulation if they are to learn to use library resources. The provincial view that one can take students from various socioeconomic and intellectual levels, in terms of family backgrounds, and educate them with an undifferentiated set of educational services must be put to rest once and for all.

We must recognize that these are not "bookish" students, and that their life experiences both in and out of school do not necessarily fit a traditional collegiate pattern. But many of them will grow up to a level of achievement usually demanded by post-high school educational programs. The librarian should keep in mind that, while such students may have a limited academic background, they have nevertheless been subjected to stimulation through a variety of media, namely, radio, television, motion pictures, newspapers, and magazines. Using this experiential base, the librarian can and should use great imagination in the acquisition of materials which present essential course content in ways relevant to these students' previous experiences.

Such students, for the most part, need special help in learning and applying the techniques of library use. Librarians should not make assumptions about the students' knowledge of the basic tools of reference, construction of bibliographies, or research methods necessary to the fulfillment of course requirements. This principle applies, of course, to all college students, but especially to those who come to two-year college campuses from lower middle class homes.

The Two-Year College Faculty

A second and equally important clientele served by the library is the faculty. While there are more similarities than differences between university and two-year college faculties, the librarian should be more concerned with specific characteristics of his colleagues.[2] Librarians in cooperation with their academic deans

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[2] Clyde E. Blocker, "Are Our Faculties Competent?" Junior College Journal, 34:12-17, December, 1965.

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should do a very careful analysis of the individual members of the faculty in relation to these relevant criteria: age, previous and current teaching and counseling experience, level of professional preparation, particular professional interests, and others. With such information the librarian should be able to be of greater service

to specific individuals; for greater understanding of one's colleagues is an essential quality underlying service.

A problem of particular relevance to librarians is the high input of relatively young and inexperienced teachers. Community colleges are growing so rapidly that most find it necessary to employ replacement or additional faculty in large numbers each year. The librarian should not assume that new faculty are acquainted with institutional resources or that they have a sophisticated understanding of the development and use of educational materials needed to support the courses they teach.

Young and inexperienced faculty members constitute a problem of the first magnitude whose dimensions are increased by constantly increasing student enrollments and the establishment of new community colleges. Rogers' analysis of 1,809 collegiate institutions showed that two-year colleges alone would require an additional 43,971 full-time faculty and administrative additions and replacement in the period from 1963 through 1969. This is an annual input of 7,829 individuals, and it does not include additional needs for part-time personnel. Four-year colleges and universities will need an additional 155,167 persons during this period.[3]

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[3] James F. Rogers, Staffing American Colleges and Universities. Washington, D. C.: U. S. Office of Education, 1967. Pp. 44-45, 62-63, 80-81.

The problem is made more acute by rapid increase in the number of community colleges. From 1959 through 1967, 249 new two-year colleges were organized. There were 72 new institutions set up in 1967, and 50 organized in each of the preceding two years.[4 5]

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[4] E. J. Gleazer, Jr. (ed.), Junior College Directory. Washington, D. C.: American Association of Junior Colleges, 1961. P.36.

[5] W. A. Harper (ed.), Junior College Directory. Washington, D. C.: American Association of Junior Colleges, 1968. P.68.

The needs of new community college faculty members have been explored by Siehr, Jamrich and Hereford.[6] The authors found that

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[6] Hugo E. Siehr, John X. Jamrich and Karl T. Hereford, Problems of New Faculty Members in Community Colleges, A Report of the Study Conducted in Cooperation with the American Association of Junior Colleges, 1963. Pp. 63-64.

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major problems encountered by these persons in order of frequency, difficulty, and persistence were (1) lack of time for scholarly study, (2) adapting instruction to individual differences, (3) dealing with students who require special attention to overcome

deficiencies, (4) acquiring adequate secretarial support, (5) understanding college policies regarding teaching loads, (6) challenging superior students, (7) obtaining needed instructional materials, (8) grading or marking students' work, (9) understanding college policies that have to be followed in curriculum development and revision. While some of these problems are beyond the reach of remediation by librarians, there are a number on the list which indicate appropriate responses from library staff members.

Technical and Semi-Professional Education

Technical and semi-professional education is not new on the college scene, despite widespread misunderstandings about it today. Such educational programs, ranging in length from a few weeks to two or more years, have long existed in land grant colleges and universities, technical institutes, proprietary schools, the normal schools of former years, and junior and community colleges. Too often, professionals in higher education have no real background in the historical antecedents of the profession within which they work, and they assume that programs offered in two-year colleges today are historically unrelated to the past. In fact, it has only been in recent years that semi-professional, technical, and university-parallel education has become one of the central concerns of two-year colleges.[7]

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[7] Clyde E. Blocker, Robert H. Plummer and Richard C. Richardson, Jr., The Two-Year College: A Social Synthesis. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1965. Pp. 23-45.

Such programs can be categorized into nine groups.[8]

Agricultural Technologies
Apparel Design or Fabrication Technologies
Business Technologies
Construction Technologies
Engineering and Industrial Technologies
Graphic Arts Technologies
Health Technologies
Public Service Technologies
Transportation Technologies

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8 Richard C. Richardson, Jr. and Clyde E. Blocker, Student's Guide to the Two-Year College. New York: Prentice-Hall, Inc., 1968. Pp. 56-57.

Space does not permit the listing of subdivisions in the general categories named above. However, an illustration of the relationships between semi-professional occupations in the medical field and existing occupations can be seen below.

THEORY-SKILL SPECTRUM IN THE HEALTH FIELDS[9]

RESEARCH SCIENTIST

PHYSICIAN AND DENTIST PRACTITIONERS

PARAMEDICAL-PARADENTAL:

R.N. (B.S.)
Dietician
Pharmacist
Medical Record Librarian
Occupational Therapist
Physiotherapist

TECHNICAL ASSISTANT:

X-Ray Technician
R.N. (A.D.N.)
Medical Record Technician
Dispensing Optician
Occupational Therapy Assistant
Inhalation Therapy Technician

PRACTICAL ASSISTANT:

Licensed Practical Nurse
Psychiatric Aide

AIDE:

Orderly-Nurse Aide
Dietary Aide
Housekeeping Aide

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[9] Robert E. Kinsinger, Education for Health Technicians: An Overview. Washington, D.C.: American Association of Junior Colleges, 1965. P.9.

Librarians should be cautioned that there is not a hard clear line between semi-professional programs and course sequences which eventually lead to the baccalaureate degree. Many students who complete a "terminal" program subsequently complete the A.B. degree. While courses in semi-professional curricula have been accepted by some four-year institutions for many years, there seems now to be a discernable trend toward much broader acceptance in both traditional and new baccalaureate programs. One such example is the recent development of programs leading to a baccalaureate degree in engineering technology in a number of colleges and universities.

There exists a complex deterent to the achievement of an effective understanding of various technologies and semi-professions. First, no rigorous analysis of occupational requirements has been made. Occupational requirements are related to curricular content and to course relationship, and comprehension of all of these is necessary in turn to build a coherent yet flexible curricular pattern. Librarians can assist in the effective understanding of technologies and semi-professions as will be noted below.

Roles of Library Personnel

The roles of library personnel can be classified into three major segments: (1) technical activities acquisition, storage, retrieval,

and use of materials, (2) personnel administration, (3) professional services and interaction with the library clientele - students and faculty.

The college administrator assumes a minimum level of technical competence in professional and semi-professional library staff at the time they are employed. One can assume that the professional who has completed the master's degree is competent to select, acquire and store materials traditionally found in college libraries. In addition, however, the college administrator and faculty should expect the librarian to exercise imagination, as well as calculated self-discipline, in developing the library collection as a basic tool specifically adapted to the educational programs offered by the institution. Too often, acquisition programs are based upon a "shotgun" approach in which generalized book lists are used, segments of which may have no relevance to the curricula provided by the institution.

In the area of technical competence it is not untoward to expect the librarian to explore other kinds of material in order to enrich the collection in depth. By this I mean, the librarian should be aggressive in seeking sources of "fugitive" material, having specific

relevance to technical or semi-professional programs. A few examples of these can be given in the engineering technologies and business administration. If the college has such programs, the librarian might well consider collecting technical manuals from industry, plans and specifications on construction projects, course outlines from other two-year colleges, and the reports of industrial development commissions. In business administration he might acquire annual reports, examples of accounting systems, personnel manuals from business and industry; and a host of other types of materials. Such "fresh" materials are often more meaningful to students in these fields.

A second suggestion for the improvement of technical competence relates to the application of data processing and computer equipment to library use. The use of systems in libraries is rapidly becoming an important aspect of the profession. Such applications affect not only technical problems of storage and retrieval, but also are central to library use by students and faculty.[10]

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[10] John Pfeiffer, New Look at Education, Systems Analysis in our Schools and Colleges. New York: Odyssey Press, 1968. Pp. 50-53, 119-139.

The potentials of the computer in library applications are practically infinite. Some two-year colleges have recognized the

the economic impossibility of acquiring all the materials necessary to support technical programs and are making plans for computer-linked union catalogs. Thus, five or more colleges in the same locality can have access to a unified collection many times larger than their single unit, and the sharing of essential materials through such a system can materially improve the quality of the courses being offered by all colleges in the group.

The second major function of the librarian is personnel administration, and again the administrator assumes some competence in the area at the time the individual is employed. The library activities are carried on by a team in the same fashion found in most organizations.

Perhaps the greatest deficiency in the area of personnel administration has been the persistent under estimation of the potential of trained semi-professional personnel and students. Most librarians have not been aggressive enough in the development of supporting personnel on this level. While such personnel require orientation, training, and supervision, time and effort invested for this purpose will pay unusually large dividends in improved library service.

The third aspect of the librarian's role concerns services and interaction with his clientele. This discussion assumes that all

members of the library staff will participate in these activities. Freshman and sophomore students, and especially those in occupationally oriented programs, need a great deal of assistance in the use of library materials. The primary mission of the two-year college is teaching, and, if this objective is to have functional meaning, the library staff must put service to students before all other responsibilities. In many colleges the library staff does not consider service to students essential to the educational process.

The librarian must assume a central role in educational policy making in the college. The day has long since passed when the librarian can simply acquire materials and supinely make them available to the faculty. The librarian must be recognized as a professional among professionals. He must be concerned and participate in the development of curricula and individual courses, and, at the same time, forcefully make the faculty aware of the functions of the library in the teaching-learning process. Far too many courses are taught with only a textbook, and far too often courses find their way into the curriculum despite an inadequate collection of relevant materials in the library.

The responsibility for the systematic development of curricula and courses is, of course, a shared one. The dean of instruction,

division or department chairmen and faculty members must work in concert to insure educational quality. The division chairmen should make certain that changes in courses and new courses are supported by adequate library materials, and it is the librarian's responsibility to constantly keep attention focused on this principle.

In this leadership role, the librarian can perform a number of unique functions. First, he can and should become identified as a specialist in information science. This can be done by demonstrating competence in a field of specialization not characteristically found in other faculty members. The librarian should work continuously to restructure relationships with the faculty in order to eliminate the concept of serving in an ancillary role rather than a central educational role. Among other things, faculties would accept the new dimension of the librarian's role if the librarian shifted his emphasis from library building and collection management to teaching, particularly in relation to the tools of independent study, the orientation of students in library use, planning for effective study, and pushing for more meaningful relationships and perspectives in general education.

Education of Library Personnel

Before making specific suggestions regarding the education of library personnel, the reader is reminded again that the two-year

college library must be designed to serve students in developmental, technical, semi-professional, and university-parallel curricula. Furthermore, as a group students being served do not necessarily reflect a traditional academic pattern, and faculty members differ in some ways from those in four-year institutions. The librarian's role should differ sharply from those traditionally accepted in higher education.

The professional librarian should have comprehensive knowledge about characteristics of the student population being served. Such knowledge should include the information contained in national studies and that obtained through institutional research. (This information and understanding should be obtained in graduate courses, workshops, local institutional seminars, and through participation in action research in the librarian's own institution.) Such knowledge about students should stimulate the development of library collections and services relevant to the college population. The essential importance of such knowledge becomes apparent when one considers the relatively large numbers of students with widely varying attitudes, motivations, and abilities, who will attend two-year colleges in the future.

Librarians should have a thorough grounding in the history, development, philosophy, objectives, and educational programs of

two-year colleges. A cursory perusal of catalogues from schools of library service indicates an over-specialization in the technical aspects of library science and the omission of courses designed to give understanding of the organization within which librarians will eventually be employed, and in which students will be educated. If armed with such information, the librarian would be in a much stronger position to influence the educational affairs of the college with which he is associated.

Technical competence is, of course, a necessity, for the librarian of today and the future must be seen as understanding the types of media he will be working with: books, periodicals, films, and other software; and delivery systems: computers, teaching machines, audio-visual equipment, and other hardware. It appears to the writer that there is a current over-emphasis upon bibliographical studies on the graduate levels. This tendency seems to reflect a generally complacent attitude on the part of the graduate faculties and a consequent lack of sensitivity to the fundamental changes which have taken place in the field of information science during the last five or ten years. The relatively minor emphasis upon electronic hardware and systems analysis is a serious deficiency in the preparation of librarians.

Another area in which the education of librarians should be strengthened is personnel administration. The tendency in all of higher education is to build larger units, both physical and personnel. One of the central responsibilities of all administrators is the selection, training, supervision, and evaluation of others. It has been demonstrated repeatedly that technical competence in any discipline constitutes inadequate preparation for the leadership of groups.

Librarians must be competent also in the psychology and sociology of organizations and in the principles of management. It is easy and useless to constantly repeat the cliche that "education does not have enough financial support". The real challenge is for administrators to examine their resources, to establish meaningful priorities, and to insure realistic economies in their activities. Librarians, as well as all persons in higher education, must take a more serious and systematic look at their functions, for they will be required to provide substantially better justification for their activities to the lay public in the future.

Last, librarians have a responsibility as faculty members and as leaders in their specialization to vigorously develop two-year

programs in library services. This effort should begin with an objective and a comprehensive job analysis of all positions in the library. This project should receive the support and encouragement of college administrators. If done properly, librarians could develop meaningful programs for the preparation of semi-professionals and could subsequently devote themselves to activities which are truly professional in nature.

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